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ABSTRACT

This guide, intended to be used collaboratively, was designed for a broad-range of community groups. It is meant to encourage education leaders to use its material as a guide and as support throughout the continuous-improvement process for partnership planning, development, implementation, management, monitoring/evaluation, and long-term comprehensive planning. It offers guidance in planning and developing partnerships, implementing and managing these partnerships, and monitoring and evaluating these efforts. The guide includes a step-by-step process for starting the continuous-improvement-process model. Step 1 details how to recruit and organize education, business, family, and community stakeholders, ensuring that representatives from all sectors of the community are "at the table." Step 2 shows how to create a vision for a partnership, and step 3 looks at how to take stock based on the vision. How to set up a steering committee is outlined in step 4, whereas step 5 discusses ways to set and prioritize short- and long-term objectives. Step 6 analyzes ways to create action plans and teams, and step 7 demonstrates how to implement action plans. Progress measurement and results review are covered in steps 8 and 9. Each step features a worksheet that provides detailed procedures for accomplishing specific tasks. A set of duplicable 11- by 17-inch templates for each step is included. (RJM)

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# INVESTING IN PARTNERSHIPS FOR STUDENT SUCCESS: A Basic Tool for Community Stakeholders to Guide Educational Partnership Development and Management

Partnership for Family Involvement in Education

PARTNERSHIP for Family Involvement in Education

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# INVESTING IN PARTNERSHIPS FOR STUDENT SUCCESS: A Basic Tool for Community Stakeholders to Guide Educational Partnership Development and Management

Partnership for Family Involvement in Education

Prepared under contract to the
U.S. Department of Education
by Susan D. Otterbourg, Ed.D.
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PARTNERSHIP
for Family
Involvement
in Education

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## INTRODUCTION

The quality of public education continues to be a top issue at local, state, regional and national levels. Public education is seen as a critical determinant of a community's vitality and the productivity of its workforce, as well as the extent to which its citizens are well informed.

Key community stakeholders (educators, business, families, community organizations, government agencies, religious groups) have long contributed resources to schools. Since 1984, on the heels of *A Nation at Risk*, the first National Symposium on Partnerships in Education, and the Year of Partnerships in Education, more complex and formal education partnerships have flourished across the United States. Despite earlier doubts that partnerships might be just another "fad," there has been sustained business, community, and family interest in collaboration over the long term based on the growing realization that improved teaching and learning nationwide are difficult, enormous undertakings, which schools cannot accomplish alone.

These concerns and expectations are tied to a shift in what constitutes educational quality. Previously, the quality of the education system was judged heavily by the *input* of resources; now educational *results* have increasingly become the criteria on which the system is being judged. Programs, practices, and policies to achieve results are expected to align with and support the following national education priorities:

- Students should be able to read well and independently by the end of the third grade.
- Students should study algebra by the end of eighth grade and continue to take advanced math and science throughout high school.
- Students should see college as an option and be prepared for some training or education past high school.
- Students should have a safe haven to go to after school where enrichment and learning take place.
- Classrooms should be connected to the Internet, and all teachers should be well trained to use technology.
- Parents should be involved in their children's education in school, at home, and in the community.

This shift also complements the changes—since 1984—in the kind of public- and private-sector collaboration to improve education. Working together, stakeholders have invested financial and in-kind resources, materials, and technical assistance at all stages (from preschool through high school and beyond) and at all levels: local, state, regional, and national. Research tells us that effective partnerships—no matter how modest—can demonstrate results. Some efforts can be categorized as "contributor focused;" these programs support educational improvement with contributions of human, financial, material, and in-kind resources through, for example, events and volunteers and adopt-a-school/-class programs. As a result of incremental growth, many of these initially modest efforts have grown into more complex, "investor-focused" compacts, alliances, public education funds, incorporated organizations, and nonprofit corporations focused on the improvement, reform, and even reinventing of education. The number of participants and the range of organizational involvement have precipitated the development, acceleration, and leveraging of increasingly comprehensive efforts whose bottom lines are focused on leveraging student achievement/success. Indeed, research tells us that collaboration among key stakeholder groups in a community can:

- Promote access to more diverse and equitable educational opportunities.
- Foster commitment to and active engagement in the educational improvement of a broad spectrum of public- and private-sector partners who understand that educational improvement is hard work and there are no quick "fixes."
- Help a community understand that support to education should be viewed as an investment, not just a cost.
- Get and allocate resources and expertise directly to:
  1. Improve the management and delivery of instruction
  2. Strengthen educators' professional skills
  3. Integrate technology into curriculum and instruction
  4. Support seamless transitions from school to work and postsecondary education and training
  5. Expand community-based teaching and learning, including greater family and employee involvement in children's learning/schools.
  6. Effect safe, afterschool programs.
  7. Demonstrate results.

## Purpose — Why Do We Need Another Tool to Build and Manage Partnerships?

As collaborative efforts have grown, there has been a virtual explosion of "how to" materials to guide local, state, and national stakeholders in partnership program development, implementation, and management.

Most of these tools are directed at a particular stakeholder group (educators, business, and so forth) and/or a specific curriculum area (partnerships to support literacy, mathematics, school-to-work, afterschool programs, and so forth). Some current, useful examples of these tools include:

- *A Guidebook to Implementing the Corporate Imperative: Business and Results of Business Involvement in Education* (U.S. Department of Education, 1999), which guides employers to ready their organizations internally for educational partnership involvement.
- *A Compact for Learning: An Action Handbook for Family-School-Community Partnerships* (U.S. Department of Education, December 1997), which outlines how parents, school staff, and students share the responsibility for improved student achievement and the means by which school and parents can build and develop a partnership to help children achieve high standards.
- *Compact for Reading Guide* and *School-Home Links Reading Kit* (U.S. Department of Education, March 1999) to encourage greater family, school, and community involvement in children's education to improve their skills and achievement in reading and the language arts.
- *A Business Guide to Support Employee and Family Involvement in Education* (Conference Board, 1997) to provide business leaders and their education and community partners with information and guidance about policies and practices that promote employee and family involvement in education, address workforce and student needs, and support education initiatives within their communities.
- *Using Technology to Strengthen Employee and Family Involvement in Education* (Conference Board and U.S. Department of Education, 1998), which demonstrates how businesses can use technology to foster, guide, and strengthen employee and family involvement in education within both their companies and their communities.

## What's different about this product?

*Investing in Partnerships for Student Success: A Basic Tool for Community Stakeholders to Guide Educational Partnership Development and Management*:

- Is designed for use collaboratively by a broad-range of community stakeholder groups, including educators, businesses, families, community, and government. It is, by intent, inclusive and encourages leaders to use this material as a guide and support throughout the continuous improvement process for partnership planning, development, implementation, management, monitoring/evaluation, and long-term, comprehensive planning.

- Can be used as a tool to guide and support small and/or large local, state, regional, and/or national collaborative efforts; it is not limited to a particular curriculum area or partnership type (volunteer or adopt-a-school program, regional collaborative, school-to-work effort; legislative advocacy).

- Offers basic, no frills guidance to plan and develop partnerships, implement and manage these partnerships, monitor and evaluate these efforts, and make decisions related to program improvement and expansion. It is designed to address the basic challenges that prevent and/or limit successful achievement of goals and objectives. Most important, the product's continuous improvement process encourages stakeholders to remain focused on student achievement and school, student, and partnership success.

## CONTINUOUS IMPROVEMENT PROCESS MODEL

**FIRST: PARTNERSHIP PLANNING AND DEVELOPMENT, including steps to:**

- Recruit and organize education, business, family, and community stakeholders;
- Create a vision for the partnership—collaboratively brainstorm the vision and goals for student, school, and partnership success;
- Take stock based on the vision—establish baseline measures;
- Set up a steering committee to guide, manage, and monitor the partnership; and
- Collaboratively set and prioritize short- and long-term objectives based on the partnership's vision, goals, and assessment.

**SECOND: PARTNERSHIP IMPLEMENTATION AND MANAGEMENT**

- Create action plans or teams organized around priorities
  - Develop action plans and timelines for activities, such as professional development, marketing, measurement, and reporting;
  - Identify activities;
  - Establish action teams focused on priorities; and
  - Assign stakeholders to action teams.
- Implement action plans
  - Action teams implement activities; and
  - Action teams monitor the partnership management process.

**THIRD: PARTNERSHIP MONITORING/EVALUATION AND FUTURE PLANNING**

- Measure and report progress
  - Baseline;
  - Mid-year; and
  - Guiding interventions and improvements.

- Review annual results and plan for the future
  - Make decisions based on results;
  - Allocate budget and resources; and
  - Set up support.

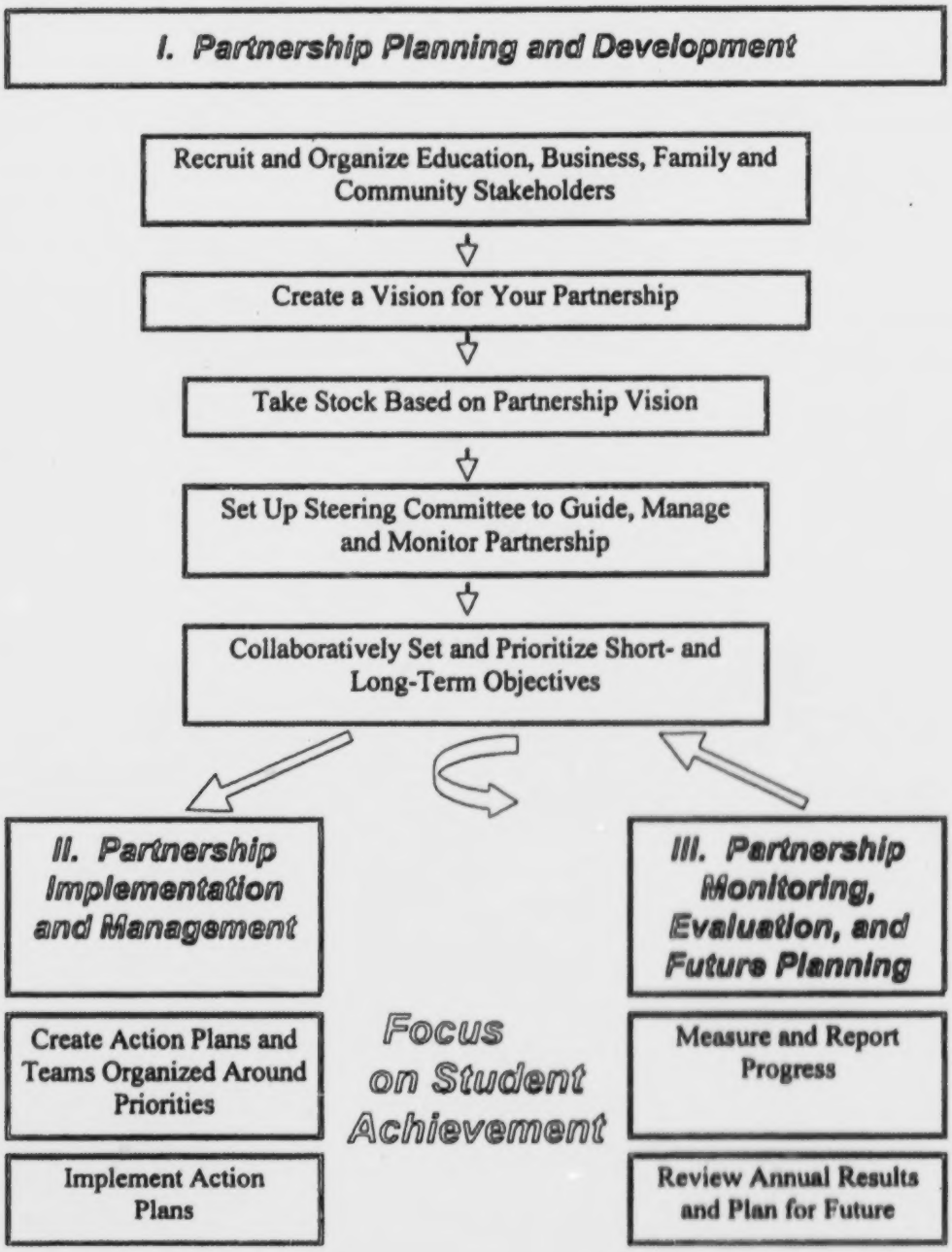
This product provides guidance and support as follows:

- Template forms are accompanied by clear, concise directions.
- Stakeholders are given a series of key questions to consider as they plan and develop, implement and manage, and monitor/evaluate and plan the future of their collaborative effort; these questions are aligned with and complement *each* step of the continuous improvement process.
- Template forms are blank and can be adapted to meet individual partnership needs.

This product supplies additional information through a series of completed template forms. The completed templates:

- Provide brief snapshots of a variety of both large and small exemplary collaborative efforts in different academic and supplemental areas; and
- Illustrate how basic tools can record the guidance and monitoring of success through a continuous improvement process.

## Continuous Improvement Model
## Focus: Student Achievement/Success


I. Partnership Planning and Development
Recruit and Organize Education, Business, Family and Community Stakeholders
Create a Vision for Your Partnership
Take Stock Based on Partnership Vision
Set Up Steering Committee to Guide, Manage and Monitor Partnership
Collaboratively Set and Prioritize Short- and Long-Term Objectives
II. Partnership Implementation and Management
Create Action Plans and Teams Organized Around Priorities
Implement Action Plans
Focus on Student Achievement
III. Partnership Monitoring, Evaluation, and Future Planning
Measure and Report Progress
Review Annual Results and Plan for Future

## STEP 1: RECRUIT AND ORGANIZE EDUCATION, BUSINESS, FAMILY, AND COMMUNITY STAKEHOLDERS

### PURPOSE

When beginning a partnership, ensure that representatives from all sectors of your community are "at the table." Use this template to identify stakeholders and ways to recruit their participation and commitment in launching and implementing the partnership. Think broadly! Stakeholders should:

- Represent multiple perspectives;
- Have the power to accelerate/leverage partnership efforts;
- Demonstrate the stamina and persistence to overcome challenges to the effort;
- Display sensitivity to different cultures and points of view; and
- Demonstrate commitment to comprehensive long-term efforts to improve education.

**Note:** many of these key stakeholders will become members of a core steering and/or advisory committee to provide coordinated support and guidance to the partnership.

### DIRECTIONS

Identify stakeholders for your partnership. Potential stakeholders should come from a broad range of community groups, such as education, business, families, community and religious organizations, and government agencies. Determine and implement recruitment strategies, including use of phone, fax, flyers, brochures, email, surveys, focus groups, meetings, events, and mealtime gatherings. List the group and/or individuals recruited together with relevant contact information. Cite which of those recruited have committed to participate as a member of the partnership's steering committee.

## QUESTIONS TO ASK

1. Who are the "movers and shakers" (internal and external to your company/organization) who can make things happen? What do they have to offer (resources, time, people)?

2. Do these stakeholders have reputations as visionaries and risk takers? Are they focused and enthusiastic? Are they able to collaborate? Do they demonstrate flexibility and political savvy?

3. Is their support key to your partnership's success?

4. Are these stakeholders available to you? If not, who can assist in gaining these stakeholders' support?

5. What recruitment strategies will you use to encourage participation and commitment as "champions" of the partnership?

6. What are the barriers (customs, principles, policies, organizational structures, and the like) that might prevent the participation of a particular stakeholder group?

7. Have you secured written statements of commitment regarding partnership participation from leaders of stakeholder organizations?

8. Have these stakeholders specified the educational group (local schools/school districts/state education agencies) with which they want to partner?

**UPON COMPLETION OF STEP 1,** you will have recruited a broad range of community stakeholders who have agreed to actively participate in your partnership.

**Step 1: Recruit and Organize Education, Business, Family, and Community Stakeholders**

| Identify and Recruit Stakeholders | Recruitment Strategies | Group/Individual | Contact Information (name, title, affiliation) | Contact Address (phone, fax, E-mail) | Committed Member of Steering Committee |
|---|---|---|---|---|---|
| Education | | | | | |
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## STEP 2: CREATE A VISION FOR YOUR PARTNERSHIP

### PURPOSE

Use this template to encourage stakeholders to suggest *their* priorities regarding educational improvement and then work toward agreement of the priorities the partnership will address. These priorities may lie in academic areas (for example, reading, mathematics, preparing students for college, school-to-career) and/or academic support areas (for example, technology, afterschool programs, family involvement, school-based management). When they have agreed upon priorities, stakeholders can then address related goals and their partnership's vision/statement of purpose.

### DIRECTIONS

List and rank stakeholders' potential academic/academic support priority areas for your partnership; some suggestions have been given and others can be added. Then develop goals for each partner's priority areas. Order priority areas and goals. For each goal, list the customer(s) you seek to affect. Finally, state your partnership's vision/statement of purpose.

### QUESTIONS TO ASK

1. Have the educational priority areas of *all* stakeholders been considered, clearly defined, and ranked?
2. Have the goals of *all* stakeholders been clarified?
3. Is the partnership's statement of purpose (vision) clear and concise?
4. Does the partnership's vision address/complement educational goals? support school quality *and* student learning and achievement (success)?
5. Is the vision shared by *all* the stakeholders involved?
6. Does the vision define who will be the customer(s) for your partnership efforts?
7. Does the vision commit to comprehensive long-term efforts to improve education?

**UPON COMPLETION OF STEP 2**, you will have agreed upon partnership priority areas and related partnership goals, determined the customers you expect to affect through your efforts, and completed your partnership's vision/statement of purpose.

**Step 2: Create a Vision for the Partnership**

| Potential Priority Areas | Priority for Partners—Rank 1-5 (high) | | | | | Goals | Order of Priorities (based on rankings) | Customer(s) |
|---|---|---|---|---|---|---|---|---|
| | Educators | Family | Business | Community | Other | | | |
| **Academic Areas** | | | | | | | | |
| Reading | | | | | | | | |
| Math | | | | | | | | |
| Preparing Students for College | | | | | | | | |
| School-to-Career | | | | | | | | |
| Other | | | | | | | | |
| **Academic Supports** | | | | | | | | |
| Technology | | | | | | | | |
| After School | | | | | | | | |
| Family Involvement | | | | | | | | |
| School-Based Management | | | | | | | | |
| Other | | | | | | | | |
| **Partnership Vision/Statement of Purpose:** | | | | | | | | |

## STEP 3: TAKE STOCK BASED ON PARTNERSHIP VISION

### PURPOSE

Use this template to assess the success of current efforts to meet needs in the academic and academic support areas that stakeholders have determined are the partnership's priorities.

### DIRECTIONS

Review the priority areas on which you expect to focus your partnership efforts. When you have chosen the area(s) on which to focus, list the extent to which stakeholder priorities align (match and/or support) appropriately with school, school district, and/or state educational goals.

**Note:** check the rankings of data collected and recorded on Template 2.

Collect and review the available data to determine the status of improvement/achievement in your priority area(s). As part of this process, list current (1) approaches to achieve results as well as (2) level(s) of success.

### QUESTIONS TO ASK

1. Have you reviewed the educational priorities upon which stakeholders have agreed?

2. Do stakeholders know the kind, quality, and impact of partnership activities that are *currently* being implemented in the community?

3. What tools will be used to determine the success of these current activities? Will these tools (records, test scores, portfolios, interviews, reports, focus groups, surveys, and the like) clarify and determine:

    a. For education:
        - Achievement levels
        - Graduation rates
        - Students taking advanced courses
        - Students interning
        - Student attendance
        - Ratio of computers to students
        - Technological competency of students/teachers

- Percent of students participating in afterschool programs
- Parent attendance at school/parent conferences and other school events
- Educators' interest and willingness to actively participate in a collaborative effort

b. For business:
- Workforce demographics
- How companies do business
- The extent to which companies can meet their business objectives
- Recruitment, retention, and productivity of a qualified workforce
- Balance of work and family life
- Employee volunteerism
- A company's image

c. For family:
- The school/home relationship and dialogue
- Quality and quantity of family involvement in their children's education (at home and at school)
- Children's access to postsecondary training, education, and work

d. For the community-at-large:
- The quality of community life
- The development of productive, responsible members of the community
- Volunteerism
- Real estate/community economic development

4. With this assessment, do stakeholders have access to the following information about the educational system (individual school(s), local district(s), state education agency) with which they plan to partner?

a. The resources, people, and time the educational system can offer?

b. The extent to which the system's/other stakeholders' priorities complement each other? "Clash"?
- The existing challenges/barriers to involvement?
- The system's view of stakeholder participation and contributions?

5. Would it be more effective and efficient to join and support an existing collaborative to avoid "reinventing the wheel?" Or, is a new effort required in order to achieve your stakeholders' vision?

**UPON COMPLETION OF STEP 3**, you will have baseline data about the success of current strategies and programs to achieve educational goals in designated academic and academic support areas.

**Step 3: Take Stock Based on Partnership Vision**

| Priority Areas | Alignment of Stakeholders' Priorities with Education Goals | Where Are You Now? (assessment) | Current Approaches Used to Achieve Goals | Level(s) of Success |
|---|---|---|---|---|
| Academic Areas | | | | |
| Reading | | | | |
| Math | | | | |
| Preparing Students for College | | | | |
| School-to-Career | | | | |
| Other | | | | |
| Academic Supports | | | | |
| Technology | | | | |
| After School | | | | |
| Family Involvement | | | | |
| School-Based Management | | | | |
| Other | | | | |

## STEP 4: SET UP STEERING COMMITTEE TO GUIDE, MANAGE, AND MONITOR THE PARTNERSHIP

### PURPOSE

The steering committee provides ongoing support and guidance to the partnership. Use this template to choose and record leaders and members of the partnership's committees. Members' priority areas (interests and focus) should be clarified and defined. For greatest success, each committee's membership should be inclusive, representative of the broad spectrum of stakeholders who are committed to partnership participation.

### DIRECTIONS

Identify and record committee members from each stakeholder group. Members' priority areas related to interests and focus should be consistently revised/updated.

### QUESTIONS TO ASK

1. Is the steering committee manageable in size and composition?
2. Are committee members representative of all stakeholder groups?
3. What are the criteria for membership on the steering committee in terms of available time and resources, as well as expertise and experience?
4. Are committee members committed to long-term, comprehensive participation in the partnership?
5. Are interests/goals of members compatible/complementary?
6. Do members understand that they are expected to actively participate, guide, and support partnership efforts?

**UPON COMPLETION OF STEP 4,** partnership committees should be organized and members ready to work!

**Step 4: Set Up a Steering Committee to Guide and Monitor the Partnership**

| Steering Committee Members | Contact Information | | | | Members' Priority Area(s) (Interests/focus) |
|---|---|---|---|---|---|
| | Title/Affiliation | Address | Phone/Fax | E-Mail | |
| Education | | | | | |
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## STEP 5: COLLABORATIVELY SET AND PRIORITIZE SHORT- AND LONG-TERM OBJECTIVES

### PURPOSE

Use this template to collaboratively finalize and prioritize goals for priority areas, to align these goals with both short- and long-term partnership objectives, and to identify the customers for whom these goals and objectives have been set.

### DIRECTIONS

Under each priority area, list and prioritize goals for the partnership. Then list some concrete, measurable, short- and long-term objectives needed to achieve these goals. For each objective, list the customer(s) you seek to affect.

### QUESTIONS TO ASK

1. Have concrete, appropriate, and manageable short- and long-term objectives been clarified?
2. How do objectives of educators and those of other stakeholders complement each other? Clash?
3. Have partnership objectives been connected to the goals/objectives of the school/school district?
4. Are measurable outcomes specified?
5. Who are the customers for your efforts? Are these the same, or different, customers who were listed in Template 2?

**UPON COMPLETION OF STEP 5**, you will have set partnership goals, short- and long-term objectives, and determined the customers you expect to affect through your efforts.

**Step 5: Collaboratively Set and Prioritize Short- and Long-Term Objectives**

| Goals | Objectives | |
|---|---|---|
| | Short-Term (semiannually) | Long-Term (annually and beyond) |
| Priority Area | | |
| | | |
| | Customer(s): | Customer(s): |
| Priority Area | | |
| | | |
| | Customer(s): | Customer(s): |
| Priority Area | | |
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| | Customer(s): | Customer(s): |
| Priority Area | | |
| | | |
| | Customer(s): | Customer(s): |

## STEP 6: CREATE ACTION PLANS AND TEAMS ORGANIZED AROUND PRIORITIES

### PURPOSE

To ensure efficient program management, leaders and members from each stakeholder group use this template to organize the work for their committees. Stakeholders are expected to participate as members of one or more partnership action committees. The work of these subcommittees is focused on achieving partnership priorities (goals and objectives). Organizational activities could include assigning tasks; determining activity schedules; and assessing resources required, available, or needed to support committee work. In addition, stakeholders can use this template to guide decisions about the logistics, personnel, and staff responsibilities for a centrally located partnership "office."

### DIRECTIONS

Determine the action committees needed and recruit committee members; include contact information. List committee objectives and the activities/tasks assigned to each committee. A time frame should be noted for completion of these tasks. Then state the requested, available, and additional resources needed to accomplish the activities/tasks . . . and, ultimately, the objectives.

Finally, list the following information about your partnership: location(s), leader(s), and staff members as well as staff responsibilities.

### QUESTIONS TO ASK

1. Who's involved in the partnership action committees (which partners, stakeholders, staff, customers)?

2. What steps must be taken to develop and implement the activities/tasks necessary to achieve goals and objectives? Have you:

    a. Delineated activities?
    b. Assigned responsibilities?
    c. Established a system of communication among stakeholders and with partnership staff?
    d. Determined which other business or community partners might help your project and how they will help?
    e. Obtained adequate stakeholder support?

f. Completed a budget that identifies spending "markers?"

3. How long do you expect it to take to achieve these goals and objectives (time frame)?

4. What might happen to delay your project? How can you prevent delays from happening? Have you:

   a. Identified milestones?
   b. Determined the relation of milestones to activities and objectives?
   c. Decided how to overcome delays?

5. What kind and amount of resources will be needed to achieve your goals and objectives?

   a. What internal and external resources are available from each stakeholder individual or organization?
   b. Do you need to secure additional resources to accomplish project objectives?
   c. What strategies will you use to recruit and access these additional resources?

6. Have partnership leaders demonstrated the necessary experience and expertise to manage collaboratives that include a broad base/range of stakeholders and customers?

7. Are partnership staff responsibilities clearly defined and known by all stakeholders?

**UPON COMPLETION OF STEP 6**, you will have organized and staffed committees and the partnership's central office. Each committee's work will be coordinated around designated priority areas, goals, objectives, and activities.

**Step 6: Create Action Plans and Teams Organized Around Priorities**

| Action Committees | Committee Members (contact information) | Committee Objectives | Tasks/Activities Assigned | Completion Time Frame | Resources | | |
|---|---|---|---|---|---|---|---|
| | | | | | Requested | Available | Additional Needed |
| Operations | | | | | | | |
| Managing daily tasks | | | | | | | |
| Funding/managing resources | | | | | | | |
| Monitoring quality of operations | | | | | | | |
| Development | | | | | | | |
| Recruiting partners | | | | | | | |
| Recruiting resources | | | | | | | |
| Allocating resources | | | | | | | |
| Communication | | | | | | | |
| Marketing/PR | | | | | | | |
| Outreach to: home, school, community | | | | | | | |
| Networking | | | | | | | |
| Program Evaluation | | | | | | | |
| Monitoring | | | | | | | |
| Evaluation | | | | | | | |
| Data analysis | | | | | | | |
| Reporting | | | | | | | |
| Decision making | | | | | | | |
| Other | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |

Step 6: Create Action Plans and Teams Organized Around Priorities (continued)

| Partnership Location | Partnership Leadership (contact information) | Partnership Staffing | | | | Staff Responsibilities (list) |
|---|---|---|---|---|---|---|
| | | Name | Phone | Fax | E-Mail | |
| | | | | | | |
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## STEP 7: IMPLEMENT ACTION PLANS

### PURPOSE

Use this template to clarify, classify, organize, and monitor each committee's activities. Note that this process should align activities closely to action committee (partnership) objectives.

### DIRECTIONS

For each committee, identify specific activities that support partnership objectives. Classify these activities in terms of low (supplemental) to high (strategic/systemic) levels of involvement. Note the expected/actual time frame for completion of each activity. List the resources allocated for each activity. Indicate if activities were/were not accomplished; include comments.

### QUESTIONS TO ASK

1. Are partnership activities aligned with and focused on partnership objectives? Have you established safeguards that ensure the monitoring of this alignment?

2. Do activities have an "improvement of learning and student achievement" focus?

3. How would you classify activities?

    a. Supplemental (such as resources provided, events)
    b. Programmatic (such as volunteerism, adopt-a-school, internship program)
    c. Systemic/connected/strategic (such as alignment of efforts with school improvement plan, focus on improvement/ changes/reorganization of management and delivery of instruction)

4. Has a manageable, record-keeping system been put in place?

5. Is the budget designed to be flexible if costs exceed budget and adjustments must be made?

6. Are there sufficient and appropriate financial, human, material and in-kind resources to support these activities? If not, are strategies in place for the ongoing identification, recruitment, allocation, management, and use of resources?

7. Are tasks/activities completed as scheduled? If not, why not? How can these challenges be overcome?

8. Is training provided as appropriate and needed for educators, community members, and families?

9. Has a plan for regularly networking/communicating information, strategies, and the like been developed and implemented?

**UPON COMPLETION OF STEP 7,** you will have prioritized and organized the activities for each committee. These activities will be focused on and support partnership action committee objectives.

Step 7: Implement Action Plans

| Action Committee Objectives | Activities/ Tasks | Levels of Involvement | | | Time Frame for Completion | | Resources Allocated | Activities Accomplished | | Comments |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Low (supplemental) | Medium (programmatic) | High (strategic/ systemic) | Expected | Actual | | Yes | No | |
| **Operations** | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
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| **Development** | | | | | | | | | | |
| | | | | | | | | | | |
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| | | | | | | | | | | |
| | | | | | | | | | | |
| **Communication** | | | | | | | | | | |
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| | | | | | | | | | | |
| **Program Evaluation** | | | | | | | | | | |
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| | | | | | | | | | | |
| **Other** | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |

## STEP 8: MEASURE AND REPORT PROGRESS

### PURPOSE:

Use this template to assist in monitoring progress toward meeting short-term partnership objectives for each academic and academic support priority area. Check points related to program implementation, program outcomes, and program quality encourage program/activity interventions and corrections to ensure maximum progress toward achievement of objectives.

### DIRECTIONS

For each priority area, list short-term objectives (from Template 5) and baseline information. Cite the outcomes that demonstrate short-term progress toward meeting these objectives. Review the "check points" for program implementation, program outcome measures, and partnership quality measures. Using this information, state/cite decisions made for program change and improvement. This monitoring process should be repeated at least semiannually.

### QUESTIONS TO ASK

1. What are expected outcomes? Have you found these expectations to be realistic and measurable?

2. What are your criteria for evaluating interim products?

3. Are you monitoring your efforts? Is a process in place for adapting, revising, and refining policies, practices, and products based on results?

4. What are your ongoing procedures:

    a. To review all interim policies, practices, and products with other partners?
    b. To bring action teams together on a regular basis to review progress?
    c. To inform partners about criteria, procedures, and results?
    d. To demonstrate the linkages of policies, products, and activities to project objectives?
    e. To monitor your expenses? What will you do if you notice you are not keeping within budget?

5. What tools and procedures will you use to demonstrate results (data collection and analysis through records, portfolios, presentations, reports, surveys, focus groups, and the like)?

a. Are assessment procedures and tools in place? Are these procedures and tools adaptable?
b. Will you need to develop new measurement tools?
c. Who is responsible for monitoring efforts?
d. Will you need assistance from an external evaluator?

6. How will you communicate interim progress and concerns ?

a. Who is responsible for preparing reports?
b. How often will reporting be done (due dates for reports)? Will reports be submitted on time?
c. What will be the form and content of reporting (presentations, brochures, journal articles, news articles, newsletters, letters, seminars, Web pages, other)?

7. To whom will interim reports be distributed (possible audiences: stakeholder groups, other community partners, universities, educators, funding agents, news/media, volunteers, employers, associations, policy makers, other schools, other)?

8. Do progress reports indicate potential challenges and resolutions to these challenges?

9. As a result of outcomes, what decisions will be made to improve partnership efforts? What interventions will most effectively accelerate and leverage successful practices and exemplary programs?

**UPON COMPLETION OF STEP 8**, you will have collected and reviewed data (at least semiannually) related to the achievement of short-term partnership objectives. Based on this data, you can make informed decisions about needed program intervention and improvement.

**Step 8: Measure and Report Progress** (NOTE: Duplicate Form for Each Priority Area)

| Short-Term Objectives | Baseline Measure(s) | Outcomes Achieved Mo. — Yr. — | Check Points | Next Steps | Outcomes Achieved Mo. — Yr. — | Check Points | Next Steps |
|---|---|---|---|---|---|---|---|
| Priority Area | | | | | | | |
| | | | Program Implementation<br>Within budget? —Y —N<br>On schedule? —Y —N<br>Communication:<br>a) Kind<br>b) Frequency<br>c) Format<br>d) Content<br>e) Audiences<br>Sufficient Resources?<br>—Y —N<br>Challenges:<br>Program Outcome Measures<br>Interim Measures Used:<br>a) Kind<br>b) Frequency<br>c) Target group(s)<br>d) Measurement focus<br>Partnership Quality Measures<br>— Participation<br>— Commitment<br>— Operation(s)<br>— Challenges | | | Program Implementation<br>Within budget? —Y —N<br>On schedule? —Y —N<br>Communication:<br>a) Kind<br>b) Frequency<br>c) Format<br>d) Content<br>e) Audiences<br>Sufficient Resources?<br>—Y —N<br>Challenges:<br>Program Outcome Measures<br>Interim Measures Used:<br>a) Kind<br>b) Frequency<br>c) Target group(s)<br>d) Measurement focus<br>Partnership Quality Measures<br>— Participation<br>— Commitment<br>— Operation(s)<br>— Challenges | |

## STEP 9: REVIEW ANNUAL RESULTS AND PLAN FOR THE FUTURE

### PURPOSE:

Use this template to assist in the preparation of an annual summary program report to disseminate to audiences throughout a community. Information about program progress and challenges that is collected, analyzed, recorded and reported, guides decision making for future partnership efforts.

### DIRECTIONS

List your objectives for each priority area (from Template 5). Cite the baseline measures that guided these objectives and then describe the progress made toward meeting these objectives. This progress should clearly demonstrate annual learning and achievement results for your designated customers (Template 5). Briefly cite measurement tools and then describe the report's form, content, and audiences.

Then, based upon progress reports (Template 8) and this annual evaluation, cite your next steps—the decisions you have made regarding future changes in: partnership management; objectives; recruitment, reallocation, and use of resources; refinement, extension, and/or elimination of activities; and overall program revision, maintenance, and expansion.

Finally, list changes in future action committee membership.

### QUESTIONS TO ASK

1. Did you stay within your budget, workplan, and timelines? If there were deviations, what were they? How did you adjust your response?

2. Were your estimates accurate for time, people, and resources?

3. How efficiently and effectively did procedures, strategies, and activities support the partnership's vision and objectives? What suggestions can be made for improving implementation?

4. Did you select evaluation tools that appropriately measured expected outcomes (see Template 8)? Did collected data provide sufficient and accurate information upon which to made decisions about future planning, activities, program refinement and expansion?

5. Have the format and content for reporting results/outcomes provided accurate and sufficient information to stakeholders, customers, and the community?

6. What kind and quality of outcomes have been achieved in terms of student learning and achievement (success)?

   a. Which partners/customers benefited from the partnership?
   b. Did some recipients or participants benefit more than others? Why?
   c. Who else benefited?
   d. What new skills, knowledge or value were gained?
   e. What has changed as a result of the project?
   f. What did the project add to what was already available?
   g. How do those who did NOT participate in the project or receive the product differ from those who did?

7. If you encountered unexpected challenges of any kind, what were they and how were they resolved?

8. As a result of outcomes, what decisions have you made to improve/adjust, maintain, extend, and/or eliminate activities, programs, and/or your overall effort?

**UPON COMPLETION OF STEP 9**, you are prepared to make decisions regarding future partnership improvement, maintenance, and expansion.

**Step 9: Review Annual Results and Plan for the Future** (NOTE: Duplicate Form for Each Priority Area)

| Short-Term Objectives | Long-Term Objectives | Baseline Measures | Annual Outcomes Date ——— | Measurement Tools | Next Steps | Action Committee Members (contact information) |
|---|---|---|---|---|---|---|
| Priority Area | | | | | | |
| | | | | 1. Forms<br>2. Content<br>3. Reporting<br>4. Audiences | 1. Partnership Management<br>— Changes<br>2. Objectives<br>— Change<br>— Eliminate<br>— Extend<br>— Benchmarking<br>3. Resources/Budget<br>— Recruitment<br>— Allocation<br>4. Activities<br>— Improve<br>— Extend<br>— Eliminate<br>5. Overall Program<br>— Revisions<br>— Maintenance<br>— Expansion | |

## SNAPSHOTS OF BUSINESS/EDUCATION EFFORTS ILLUSTRATE THAT USING THIS TOOL CAN GUIDE EDUCATIONAL PARTNERSHIP DEVELOPMENT AND MANAGEMENT

### Snapshot #1

JOHN J. PERSHING INTERMEDIATE SCHOOL 220 is an urban, public middle school that provides education for 1,364 6th-8th graders in Brooklyn, New York. The student population is low income and ethnically diverse (60 percent Latino, 23 percent Asian, 12 percent Caucasian, 6 percent African American). In addition, 90 percent of students qualify for free lunch, and 30 percent are recent immigrants for whom English is a second language. Tests in 1998 indicated that 30 percent of the students were below the 40th percentile in reading, and 47 percent were below the 60th percentile in mathematics. The average daily attendance rate is 90 percent.

Five years ago, Pershing embarked on a physical and educational restructuring. Modernization of the physical plant paralleled middle level organizational and curricular reforms related to *The Compact for Learning*, *Goals 2000*, and *Turning Points*. New educational goals reflect the belief that all students can achieve literacy in reading and math, and competency in technology, and can develop an appreciation for the richness and diversity of the school community.

Each of the school's academic programs has an interdisciplinary focus and incorporates a technology-based approach to learning. To support this focus, the school has recruited the support of business and the community and currently houses a cutting-edge technology facility, including two fully networked computer labs (including one of only two Javastation labs in the nation), a multimedia lab, a distance learning center, and over 200 individual classroom computer stations.

**John J. Pershing Intermediate School 220, NYC**
**Step 1: Recruit and Organize Education, Business, Family, and Community Stakeholders**

| Identify/Recruit Stakeholder(s) | Recruitment Strategies | Group/Individual | Contact Information (name, title, affiliation) | Contact Address (phone, fax, E-mail) | Committed Member of Steering Committee |
|---|---|---|---|---|---|
| Education | | | | | |
| District 20 Tech Team<br>Metro Tech | Ongoing conversations and Planning Meetings led by Technology Coordinator | Group | Leaders | | ✓ |
| Family | | | | | |
| | Ongoing conversations and Planning Meetings led by Technology Coordinator | | | | |
| Business | | | | | |
| 1. Sun Microsystems<br>2. Hewlett-Packard<br>3. Fore Systems | Ongoing conversations and Planning Meetings led by Technology Coordinator | | Executives | | ✓ |
| Community | | | | | |
| 1. Chinese-American Planning Council<br>2. Hispanic Young People's Alternative | Ongoing conversations and Planning Meetings led by Technology Coordinator | Group | Leaders | | ✓ |
| Other | | | | | |
| Maimonides Medical Center | Ongoing conversations and Planning Meetings led by Technology Coordinator | Group | Leaders | | ✓ |

**Step 2: Create a Vision for the Partnership**

| Potential Priority Areas | Priority for Partners Rank 1-5 (high) | | | | | Goals | Order of Priorities (based on ranking) | Customer(s) |
|---|---|---|---|---|---|---|---|---|
| | Educators | Family | Business | Community | Other | | | |
| Academic Areas | | | | | | | | |
| Reading | 5 | | 5 | 5 | 5 | Prepare students to meet State standards in English | 1 | Students, school staff, parents, community partners, District 20 Board of Education, corporate sponsors |
| Math | 5 | | 5 | 5 | 5 | Prepare students to meet State standards in Math | 1 | |
| Preparing Students for College | 4 | | 4 | 4 | 4 | Prepare students to meet academic standards of post-secondary education | 3 | |
| School-to-Career | 5 | | 5 | 5 | 5 | Prepare students to be productive members of the 21st Century workforce | 2 | |
| Academic Supports | | | | | | | | |
| Technology | 5 | | 5 | 5 | 5 | Integrate technology into all curriculum areas | 1 | Students, school staff, parents, community partners, District 20 Board of Education, corporate sponsors |
| After School | 5 | | 3 | 5 | 5 | Provide a diverse series of after-school programs that address academic, physical, and social needs of students | 3 | |
| Family Involvement | 5 | | 3 | 5 | 5 | Increase the level of parent involvement in the academic process of their children | 3 | |
| School-Based Management | 5 | | 1 | 1 | 1 | Restructure the school physically and educationally to achieve goals | 3 | |



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**John J. Pershing Intermediate School 220, NYC (continued)**
**Step 3: Taking Stock Based on Partnership Vision**

| Priority Areas | Alignment of Stakeholders' Goals Re. Education | Where Are You Now? (assessment) | Current Approaches Used to Achieve Goals | Level(s) of Success |
|---|---|---|---|---|
| **Academic Areas** | | | | |
| Reading | High | In the first year of developing and implementing a comprehensive school-wide literacy program | America's Choice Literacy program | 1998 – 30% of students = below 40th percentile |
| Math | High | | America's Choice Literacy program | 1998 – 47% of students = below 60th percentile |
| Preparing Students for College | High | In the fourth year of our career awareness program | Technology Initiative | Unknown to date |
| School-to-Career | High | In the fourth year of our career awareness program | Career Awareness Program | Unknown to date |
| **Academic Supports** | | | | |
| Technology | High | In the fourth year of our technology initiative | All corporate sponsors | High: Infrastructure hardware and software accessible to all students |
| After School | High | In the first year of our Beacon Program; in the second year of our afterschool literacy program | -Beacon Program<br>-America's Choice<br>-Project Advance | Medium |
| Family Involvement | Medium | Continuing to develop strategies to increase parent involvement | -Beacon Program<br>-America's Choice<br>-Project Advance | High |
| School-Based Management | Low | In the planning stages of a leadership team | In process | Low (in process) |

**Step 4: Set Up Steering Committee to Guide and Monitor the Partnership**

| Steering Committee Members | Contact Information | | | | Priority Area(s) (Interests/Needs) |
|---|---|---|---|---|---|
| | Title/Affiliation | Address | Phone/Fax | E-Mail | |
| Education | | | | | |
| School Staff | Site Council (Leadership Management Team) | | | | Technology, Reading, Mathematics, career awareness, afterschool |
| Business | | | | | |
| Not included at this time | Site Council (Leadership Management Team) | | | | Technology, Reading, Mathematics, career awareness, afterschool |
| Family | | | | | |
| Representatives: Parents (Parent Advisory Council | Site Council (Leadership Management Team) | | | | Technology, Reading, Mathematics, career awareness, afterschool |
| Community | | | | | |
| Representatives: Beacon Advisory Board | Site Council (Leadership Management Team) | | | | Technology, Reading, Mathematics, career awareness, afterschool |

## John J. Pershing Intermediate School 220, NYC (continued)
## Step 5: Collaboratively Set and Prioritize Short- and Long-Term Objectives

| Goals | Objectives | |
|---|---|---|
| | Short-Term (semiannually) | Long-Term (annually and beyond) |
| Priority Area | | |
| Literacy (Reading and Math) | To increase student achievement on standardized test scores by 5-10 percentile points<br>**Customers:** students, parents, community, district | -To implement a literacy block schedule for all students<br>-To develop strategies to integrate standards-based curricula into all subject areas |
| Technology | To increase the level and variety of technology experiences available to students and staff<br>**Customers:** students, parents, staff, district | To provide sustained, daily technology experiences for all students |
| Career Awareness | To increase the scope of the career awareness program<br>**Customers:** students, parents, community, corporate sponsors | To provide career awareness opportunities for all students |

## Step 6: Create Action Plans and Teams Organized Around Priorities

| Action Committees | Committee Members (contact information) | Committee Objectives | Tasks/ Activities Assigned | Time Frame | Resources | | |
|---|---|---|---|---|---|---|---|
| | | | | | Requested | Available | Additional Needed |
| **Operations** | | | | | | | |
| - Manage daily tasks<br>- Funding/managing resources<br>- Monitoring quality of operations | No committees are currently in place. Most of these functions are handled by technology and literacy coordinators. | | | Ongoing | From District 20 | ✓ | ✓ |
| **Development** | | | | | | | |
| - Recruiting partners<br>- Recruiting resources<br>- Allocating resources | Principal and technology and literacy coordinators. | | | Ongoing | From Business and Community | ✓ | Under review |
| **Communication** | | | | | | | |
| - Marketing/PR<br>- Outreach to home, school, community<br>- Networking | Principal and technology and literacy coordinators. | | | Ongoing | | | |
| **Program Evaluation** | | | | | | | |
| - Monitoring<br>- Evaluation<br>- Data analysis<br>- Reporting<br>- Decision making | America's Choice site-based Leadership and Management Teams | Monitor and assess effectiveness of literacy initiative. | | June 1999 | | From District 20 and America's Choice Program | ✓ |

| Partnership Location | Partnership Leadership (contact information) | Partnership Staffing | | | | Staff Responsibilities (list) |
|---|---|---|---|---|---|---|
| | | Name | Phone | Fax | E-Mail | |
| John J. Pershing Intermediate School 220, | Principal<br>Technology Coord.<br>Literacy Coord. | 1.<br>2.<br>3. | 1.<br>2.<br>3. | 1.<br>2.<br>3. | 1.<br>2.<br>3. | Manage the Partnership |

## John J. Pershing Intermediate School 220, NYC (continued)
## Step 7: Implement Action Plans

| Action Committee Objectives | Activities/ Tasks | Classification of Activity | | | Expected | Actual | Resources Allocated | Activities Accomplished | | Comments |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Low (supplemental) | Medium (programmatic) | High (structural/ systemic) | | | | Yes | No | |
| **Operations** | | | | | | | | | | |
| | In process of development and implementation | | | ✓ | In process | In process | - Business<br>- Community<br>- City<br>- District | | | In process |
| **Development** | | | | | | | | | | |
| | In process of development and implementation | | | ✓ | In process | In process | - Business<br>- Community<br>- City<br>- District | | | In process |
| **Communication** | | | | | | | | | | |
| | In process of development and implementation | | | ✓ | In process | In process | - Business<br>- Community<br>- City<br>- District | | | In process |
| **Program** | | | | | | | | | | |
| | In process of development and implementation | | | ✓ | In process | In process | - Business<br>- Community<br>- City<br>- District | | | In process |

## Step 8: Measure and Report Progress

| Short-Term Objectives | Baseline Measure(s) | Outcomes Achieved Da. 1 Yr. 99 | Check Points | Next Steps | Outcomes Achieved Da. -- Yr. -- | Check Points | Next Steps |
|---|---|---|---|---|---|---|---|
| **Priority Area** | | | | | | | |
| Literacy (reading & math)<br>Increase student achievement on standardized test scores by 5-10 percentile points | Standardized Reading and Math Tests<br><br>1998:<br>- 30% of students = below 40th percentile in reading<br>- 47% of students = below 60th percentile in math | - In process (too new; begun in 1998)<br>- Testing in Spring 1999 | Program Implementation<br>Within budget?<br>✓Y ___N<br>On schedule?<br>✓Y ___N<br>Communication:<br>- weekly staff bulletin<br>- parent bulletin<br><br>Sufficient Resources?<br>✓Y ___N<br>Challenges:<br>implementing a literacy time block | | | Program Implementation<br>Within budget?<br>✓Y ___N<br>On schedule?<br>✓Y ___N<br>Communication:<br>a) Kind<br>b) Frequency<br>c) Format<br>d) Content<br>e) Audiences<br>Sufficient Resources?<br>✓Y ___N<br>Challenges: | Currently being reviewed |
| | | | Program Outcome Measures<br>Interim Measures Used:<br>- informal surveys<br>- disseminate spring '99 test scores | | | Program Outcome Measures<br>Interim Measures Used:<br>a) Kind<br>b) Frequency<br>c) Target group(s)<br>d) Measurement focus | |
| | | | Partnership Quality Measures - high level:<br>— Participation<br>— Commitment<br>— Operation(s)<br>— Challenges | | | Partnership Quality Measures<br><br>— Participation<br>— Commitment<br>— Operation(s)<br>— Challenges | |

**John J. Pershing Intermediate School 220, NYC (continued)**
**Step 9: Review Annual Results and Plan for the Future**

| Short-Term Objectives | Long-Term Objectives | Baseline Measures | Annual Outcomes Data ——— Priority Area | Measurement Tools | Next Steps | Action Committee Members (contact information) |
|---|---|---|---|---|---|---|
| Literacy: To increase student achievement on standardized test scores by 5-10 percentile points | - To implement a literacy block schedule for all students<br><br>- To develop strategies to integrate standards-based curricula into/across all subject areas | Standardized tests scores (1998) | To be determined Spring 1999 | 5. Forms (Standardized tests)<br>6. Content<br>7. Reporting<br>8. Audiences | 2. Partnership Management<br>— Changes<br>2. Objectives<br>— Change?<br>— Eliminate?<br>— Extend?<br>— Bench-marking<br>3. Resources/ Budget<br>— Recruitment<br>— Allocation<br>4. Activities<br>— Improve<br>— Extend<br>— Eliminate<br>5. Overall Program<br>— Revisions<br>— Mainte-nance<br>— Expansion | To be determined summer/fall 1999 |

## Snapshot #2

SAMUEL W. MASON ELEMENTARY SCHOOL transformed itself from the "least chosen elementary school" in 1990 to the first school ever to win the prestigious City of Boston Management Excellence Award in 1994, the U.S. Department of Education Model Professional Development Award in 1996, and the National Blue Ribbon School of Excellence award in 1997. Located in the troubled Roxbury neighborhood of the city, the student population is ethnically diverse (45 percent African American, 23 percent Cape Verdean, 15 percent Latino, 13 percent Caucasian, 2 percent Asian American, and 2 percent Native American); 91 percent qualify for the free and reduced-price breakfast and lunch programs, and 23 percent are recent immigrants to this country and come from homes in which no English is spoken.

Mason had been slated for closure when its staff and parents seized an opportunity to become part of the National Accelerated Schools Network. They reached out to the City of Boston departments, businesses, universities, a health center, and community organizations to become partners in transforming the school through teamwork and collaboration.

A year later, the Mason School used the flexibility afforded by the Chapter One Program to change its focus from remediation to acceleration. The schoolwide project created an interdependent team from formerly disparate programs. As a result, a consistent learning approach reaches all students, accelerates learning, and promotes thinking skills; the amount of time spent in reading instruction per grade has been doubled. The project is supplemented by a 5-day-a-week after-school program, a 6-week full-day summer school program, a school-based counseling and therapy program, parent education and training, portfolio assessment for all students, and extensive professional development opportunities.

**Samuel W. Mason Elementary School**
**Step 1: Recruit and Organize Education, Business, Family, and Community Stakeholders**

| Identify/Recruit Stakeholders | Recruitment Strategies | Group/ Individual | Contact Information (name, title, affiliation) | Contact Address (phone, fax, E-mail) | Committed Member of Steering Committee |
|---|---|---|---|---|---|
| **Education** | | | | | |
| 1. Wheelock College, Boston, MA<br>2. New England College of Optometry, Boston, MA | 1. Direct contact with program director of teacher of Students with Special Needs Masters Program<br>1. and 2. Meet with Dean to discuss needs. | Liaison<br>Dean | Same<br>Same | Wheelock College, Boston, MA.<br>New England College of Optometry | ✓<br>✓ |
| **Family** | | | | | |
| Representatives/Parents/ Guardians | Call and invite to be on School Based Management Team | N/A | N/A | | ✓ |
| **Business** | | | | | |
| John Hancock Financial Services Boston, MA | Selection process for acceptance as business partner.<br>File application<br>Also invite to be member of SBM Team | Executives | Same | John Hancock Financial Services | ✓ |
| **Community** | | | | | |
| New Market Business Association, Boston | Selection Process<br>Present information on Mason School at Business Meeting | President Associate | | New Market Business Association | ✓ |
| **Other** | | | | | |
| City of Boston<br>Local Community Centers<br>City Year, Boston | Call for information and to arrange meetings | Representa-tives | | City of Boston<br>Local Community Centers | ✓ |

**Step 2: Create a Vision for the Partnership**

| Potential Priority Areas | Priority for Partners Rank 1-5 (high) | | | | | Goals | Order of Priorities (based on rankings) | Customer(s) |
|---|---|---|---|---|---|---|---|---|
| | Educators | Family | Business | Community | Other | | | |
| **Academic Areas** | | | | | | | | |
| Reading | 5 | 5 | | 5 | 5 | | High | Student<br>Business<br>Community |
| Math | 4 | 4 | 5 | | 4 | | High | Student<br>Business<br>Community |
| **Partnership Vision/Statement of Purpose: To Create a multi-stakeholder, multi-agency school-parent-business-community collaboration to support the academic learning and performance of the children at the Samuel W. Mason School.** | | | | | | | | |
| **Academic Supports** | | | | | | | | |
| Technology | | 2 | | 3 | 5 | | High | Student<br>Business<br>Community<br>Teachers |
| After School | 2 | 3 | | 2 | | | Medium | Student<br>Business<br>Community<br>Family |
| Family Involvement | 3 | 4 | 3 | 2 | | | Medium | Student<br>Business<br>Community |
| School-Based Management | 2 | 2 | 4 | | | | Medium | Student<br>Business<br>Community<br>Family<br>Teachers |

**Samuel W. Mason Elementary School (continued)**
**Step 3: Taking Stock Based on Partnership Vision**

| Priority Areas | Alignment of Stakeholders' Goals Re. Education | Where Are You Now? (assessment) | Current Approaches Used to Achieve Goals | Level(s) of Success |
|---|---|---|---|---|
| **Academic Areas** | | | | |
| Reading | | Lowest third of Boston Schools on SAT 9 Reading | Basal Reading Program- 3 reading groups | Poor |
| Math | | Lowest third of Boston Schools on SAT 9 Mathematics | A popular mathematics series | Poor |
| **Academic Supports** | | | | |
| Technology | | Three computers per classroom | Donations | Adequate |
| After School | | 5 day per week program- 3 hours per day | Use combination of grant and school funds | Very Good |
| Family Involvement | | Workshop series for parents on literacy individual Parent conferences | Parent team meets to monitor every two weeks | Good |
| School-Based Management | | Team meets every two weeks good participation | | Good |

**Step 4: Set Up Steering Committee to Guide and Monitor the Partnership**

| Steering Committee Members | Contact Information | | | | Priority Area(s) (Interests/Needs) |
|---|---|---|---|---|---|
| | Title/Affiliation | Address | Phone/Fax | E-Mail | |
| **Education** | | | | | |
| | Principal<br>Teacher - Grade 5<br>Teacher - Grade 1<br>Teacher - Early Childhood | | | | Reading<br>Math<br>Technology |
| **Business** | | | | | |
| | Business Liaison | | | | Reading<br>Math<br>Technology |
| **Family** | | | | | |
| | Parent - Kindergarten Child<br>Parent - Grade 5 Child<br>Parent - Grade 2 Child | | | | Reading<br>Math<br>Technology |
| **Community** | | | | | |
| | President - local business group<br>City Year Team Leader | | | | Reading<br>Math<br>Technology |

**Samuel W. Mason Elementary School (continued)**
**Step 5: Collaboratively Set and Prioritize Short- and Long-Term Objectives**

| Goals | Objectives | |
|---|---|---|
| | Short-Term (semiannually) | Long-Term (annually and beyond) |
| | Priority Area | |
| Reading | 1. Select a literacy program<br>2. Determine professional development needs<br>3. Purchase materials<br>Customers: teachers and students | 1. Align resources to implement selected program<br>2. Hire a literacy coach<br>3. Engage in professional development<br>Customers: teachers, students, business, families, community |
| | Priority Area | |
| Math | 1. Review math programs<br>2. Come up with criteria for selection<br>3. Schedule teacher discussion meetings<br>Customers: teachers | 1. Select math program<br>2. Develop long-range professional development plan<br>Customers: teachers, students, business, families, community |

**Step 6: Create Action Plans and Teams Organized Around Priorities**

| Action Committees | Committee Members (contact information) | Committee Objectives | Tasks/ Activities Assigned | Time Frame | Resources | | |
|---|---|---|---|---|---|---|---|
| | | | | | Requested | Available | Additional Needed |
| Operations | | | | | | | |
| Manage daily tasks<br>Funding/managing resources<br>Monitoring quality of operations | Steering Committee<br>Principal<br>Team Members | Insure project moves forward | -Bi-weekly meetings<br>-Check-ins with teams | September - June | Meeting space | | Consultant/ Facilitator |
| Development | | | | | | | |
| Recruiting partners<br>Recruiting resources<br>Allocating resources | Team leaders<br>SBM/SDM team | Insure adequate funds for partnership | -Use all-funds approach<br>-Allocate money according to priorities | September - June | Clerical Help | | |
| Community | | | | | | | |
| Marketing/PR<br>Outreach to: home, school, community<br>Networking | Team Members | Communicate plan to faculty, parents and stakeholders | -Communication strategy | September - June | Clerical Help | Supplies | Faculty meetings and parent meetings |
| Program Evaluation | | | | | | | |
| Monitoring<br>Evaluation<br>Data analysis<br>Reporting<br>Decision making | Steering Committee<br>SBM/SDM Team | -Plan evaluation<br>-Collect baseline, mid-year, end-of-year data<br>-Analyze trends<br>-Planning | -Design evaluation<br>-Monitor data collection<br>-Engage in strategic planning | September - June | Testing instruments | | Time to administer tests<br>Software package |
| Partnership Location: Samuel W. Mason School | | Partnership Leadership Contact Information: Principal | | Partnership Staffing: Teachers | | Staff Responsibility: Manage the initiative | |

## Samuel W. Mason Elementary School (continued)
## Step 7: Implement Action Plans

| Action Committee Objectives | Activities/ Tasks | Classification of Activity | | | Activity Completion | | Resources Allocated | Activities Accomplished | | Comments |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Low (supplementary) | Medium (programmatic) | High (strategic/ systemic) | Expected | Actual | | Yes | No | |
| **Operations** | | | | | | | | | | |
| | Insure project moves forward<br>Bi-weekly meetings<br>Check-ins with teams | | | X<br>X | | | -Meeting space<br>-Consultant | | | |
| **Development** | | | | | | | | | | |
| | Use "all finds" approach<br>Allocate money according to priorities | | | X<br>X | | | Clerical help | | | |
| **Communication** | | | | | | | | | | |
| | Develop communications strategy | | | X | | | -Clerical Help<br>-Supplies<br>-Faculty meetings<br>-Parent meetings | | | |
| **Program** | | | | | | | | | | |
| | -Design evaluation<br>-Contact Evaluation<br>-Monitor data collection<br>-Analyze trends<br>-Engage in strategic planning | | | X<br>X<br>X<br>X<br>X | | | -Testing instruments<br>-Software package<br>-Time | | | |

## Step 8: Measure and Report Progress

| Short-Term Objectives | Long-Term Objectives | Baseline Measures | Annual Outcomes Date ------- | Measurement Tools | Next Steps | Action Committee Members (contact information) |
|---|---|---|---|---|---|---|
| **Priority Area: Reading** | | | | | | |
| -Select a literacy program<br>-Determine professional development<br>-Purchase materials | -Hire literacy coach<br><br>-Engage in professional development | March, 1999<br><br>April, 1999<br><br>April, 1999 | Not available as yet<br><br>To be determined based on outcomes of evaluation. | 1. Forms<br>2. Content<br>3. Reporting<br>4. Audiences<br><br>In process | 1. Partnership Management Changes?<br>2. Objectives Change Eliminate Extend Bench-marking<br>3. Resources/ Budget Resources/ Budget Recruitment Allocation<br>4. Activities Improve Extend Eliminate<br>5. Overall Program Revisions Maintenance Expansion | -Teachers<br>-Parents<br>-Business liaison<br>-President of local business group<br>-City year team leader |

**Samuel W. Mason Elementary School (continued)**
**Step 9: Review Annual Results and Plan for the Future**

| Short-Term Objectives | Baseline Measure(s) | Outcomes Achieved Mo. — Yr. — | Check Points | Next Steps | Outcomes Achieved Mo. — Yr. — | Check Points | Next Steps |
|---|---|---|---|---|---|---|---|
| **Priority Area: Reading** | | | | | | | |
| -Select a literacy program<br><br>-Determine professional development<br><br>-Purchase materials | -Insure project moves forward<br><br>-Bi-weekly meetings<br><br>-Check-ins with teams | March 1999<br><br>April, 1999<br><br>April 1999 | Program implementation<br>Within budget y_n_<br>On schedule y_n_<br><br>Communication<br>-Kind<br>-Frequency<br>-Format-content<br>-Audiences<br><br>All of above checks are in process | -Hire a literacy coach<br><br>-Engage in professional development<br><br>-Align resources to implement program | August, 1999<br><br>August, 1999-May, 2000<br><br>September-October 1999 | Program implementation<br>Within budget y_n_<br>On schedule y_n_<br><br>Communication<br>-Kind<br>-Frequency<br>-Format-content<br>-Audiences<br><br>All of above checks are in process | To be determined based upon results of monitoring and annual evaluation |

## Snapshot #3

The IBM REINVENTING EDUCATION GRANT PROGRAM forms the centerpiece of IBM's commitment to education. Through Reinventing Education, IBM is working with school partners throughout the world to develop and implement innovative technology solutions designed to meet the goals of higher student achievement and enhanced academic productivity.

Reinventing Education was launched in the United States in 1994, in an effort to help spur and support fundamental, systemic change in the nation's public schools. In the United States, Reinventing Education has evolved into a $35 million initiative encompassing 21 sites—15 school districts and 6 states. As a global company, IBM is now expanding the program internationally to Ireland, Italy, Vietnam, the State of Rio in Brazil, and British Columbia in Canada.

Each of the projects is working to overcome a specific barrier to school reform, such as the length and structure of the school day and year; how learning is measured; and how language, math, and science are taught. Collectively, the projects address nearly every aspect of the education agenda—from home-school communications, to data management and analysis, classroom instruction, teacher training, and student assessment.

To each grant site, IBM is contributing more than just money; they are dedicating their world-renowned researchers, educational consultants, and technology. The goal of these partnerships is not to deliver a simple list of equipment, but instead, to join with educators and help them figure out how technology can solve existing problems or even lead to entirely new approaches to traditional school operations.

**IBM Reinventing Education Grant Program**
**Step 1: Recruit and Organize Education, Business, Family, and Community Stakeholders**

| Identify/Recruit Stakeholders | Recruitment Strategies | Group/Individual | Contact Information (name, title, affiliation) | Contact Address (phone, fax, E-mail) | Committed Member of Steering Committee |
|---|---|---|---|---|---|
| Education | | | | | |
| | Request for proposals | District teams: superintendents, principals, teachers | | | Signed letters of agreement |
| Family | | | | | |
| | Trainings, opening of school events | Parents | | | Parents and volunteers |
| Business | | | | | |
| | Trainings, opening of school events | Volunteers | | | Volunteers |
| Community | | | | | |
| | Trainings, opening of school events | Volunteers | | | Volunteers |
| Other | | | | | |

**Step 2: Create a Vision for the Partnership**

| Potential Priority Areas | Priority for Partners Rank 1-5 (high) | | | | | Partnership Goals | Order of Priorities (based on rankings) | Customer(s) |
|---|---|---|---|---|---|---|---|---|
| | Educators | Family | Business | Community | Other | | | |
| Academic Areas | | | | | | | | |
| Reading | The goal of Reinventing Education and our Partners is to help all students master the skills necessary to achieve high academic standards--whether they are moving on to college or the world of work. Thus, we are interested in raising the overall quality of the public education system by using innovative technologies to help spur and support fundamental systemic reform | | | | | Systemic reform; higher student achievement; innovative uses of technology | | Students, business, parents |
| Math | | | | | | | | |
| Preparing Students for College | | | | | | | | |
| School-to-Career | | | | | | | | |
| Other | | | | | | | | |
| Academic Supports | | | | | | | | |
| Technology | While students must learn to use technology to succeed in work and life, Reinventing Education does not focus on technology proficiency as a skill students must master. Rather, we are interested in the ways that technology can be integrated into academic learning to help students master necessary skills.<br><br>Family involvement is a critical component of our Reinventing Education grants. Numerous studies reveal that students whose parents are involved and active in their schools have greater chances for succeeding. We also know that parents want to participate in their children's learning, but need innovative ways to do so. | | | | | | | Students, business, parents |
| After School | | | | | | | | |
| Family Involvement | | | | | | | | |
| School-Based Management | | | | | | | | |
| Other | | | | | | | | |

## IBM Reinventing Education Grant Program (continued)
## Step 3: Taking Stock Based on Partnership Vision

| Priority Areas | Alignment of Stakeholders' Goals Re. Education | Where Are You Now? (assessment) | Current Approaches Used to Achieve Goals | Level(s) of Success |
|---|---|---|---|---|
| **Academic Areas** | | | | |
| Reading<br>Math<br>Preparing Students for College<br>School-to-Career<br>Other | Our district and state education partners share our commitment to helping students achieve at higher levels through the innovative use of technology. Each grant partnership hinges upon mutual signed agreements toward this end. | Our first-round Reinventing Education grants were awarded on a staggered basis beginning in 1994. Each grant was designed to last for a period of 3-5 years. Our second-round grants were awarded in October 1997 for a 2-3 year period.<br><br>We are still involved in each of our grant sites, either through ongoing project work or in a more limited partnership phase in which we are providing technical assistance on project scale-up. | In each of our Reinventing Education sites, we are developing cutting-edge technologies designed to overcome specific barriers to school reform, such as the length and structure of the school day and year, how learning is measured, and how language, math and science are taught. Collectively, the projects address nearly every aspect of the education agenda -- from home-school communications, to data management and analysis, classroom instruction, teacher training, and student assessment. | The Center for Children & Technology (CC&T), an arm of the not-for-profit Education Development Center, is in the midst of an independent, three-year, outcomes-based evaluation of Reinventing Education. Their initial findings show improvements in attendance, achievement, teachers' attitudes, and parent involvement. Importantly, CC&T also concluded that if IBM walked away from these sites tomorrow, many of our early projects, already institutionalized within the system, would be sustained and grow. |
| **Academic Supports** | | | | |
| Technology | | | Through each of our grants we are developing cutting-edge technologies to help students achieve at higher levels | |
| Family Involvement | | | In each grant site, we are inviting parents to join our projects as volunteers. In a number of sites, where parent involvement is a explicit goal of the project, we are training parents on new technologies. | |

## Step 4: Set Up Steering Committee to Guide and Monitor the Partnership

| Steering Committee Members | Contact Information | | | | Priority Area(s) (Interconnections) |
|---|---|---|---|---|---|
| | Title/Affiliation | Address | Phone/Fax | E-Mail | |
| **Education** | | | | | |
| | In each Reinventing Education grant site, Letters of Agreement were signed with the district superintendent or the state commissioner of education. They in turn assigned a high-level grant project manager to work with an IBM project manager to help direct the grant work. Each grant site has a team of education and technical specialists assigned to work on the project. | | | | Higher student achievement; systemic reform; technology |

## IBM Reinventing Education Grant Program (continued)
## Step 5: Collaboratively Set and Prioritize Short- and Long-Term Objectives

| Goals | Objectives | |
|---|---|---|
| | Short-Term (semiannually) | Long-Term (annually and beyond) |
| **Priority Area** | | |
| Higher student achievement | Improve teacher/student attitudes, parent involvement, attendance, use of technology<br><br>Customers; students, teachers, parents, business, community | Higher academic achievement witnessed through test scores |
| **Priority Area** | | |
| Developing technology to be used in the project and eventually scaled up throughout the grant site in the service of higher student achievement | Assessment of technology developed-- its ease of use, actual usage, integration in learning<br><br>Customers; students, teachers, parents, business, community | Successful scale-up throughout the grant site |
| **Priority Area** | | |
| Greater business involvement in education reform efforts | Greater business/education acknowledgement of the importance of business/education partnerships and involvement in working on school reforms issues; leveraged grant moneys<br><br>Customers; students, teachers, parents, business, community | Greater business/education acknowledgement of the importance of business/education partnerships and involvement in working on school reforms issues; greater corporate philanthropic dollars contributed to system education reform projects |

## Step 6: Create Action Plans and Teams Organized Around Priorities

| Action Committees | Committee Members (contact information) | Committee Objectives | Tasks/ Activities Assigned | Time Frame | Resources | | |
|---|---|---|---|---|---|---|---|
| | | | | | Requested | Available | Additional Needed |
| **Operations** | | | | | | | |
| Manage daily tasks<br><br>Funding/managing resources<br><br>Monitoring quality of operations | Grant site and IBM project managers; overall supervision from district superintendent or state commissioner | Technology development; training;<br><br>Systemic reform | Day-to-day management and project implementation | 1st round grants: 3-5 years<br><br>2nd round grants: 2-3 years | | Grants range from $850,000 to $2 million | $ for grant scale-up and ongoing systemic reform efforts |
| **Development** | | | | | | | |
| Recruiting partners<br><br>Recruiting resources<br><br>Allocating resources | Grant site project manager; IBM project manager | Systemic reform | Identify and secure other grant moneys | Ongoing | | | $ for grant scale-up and ongoing systemic reform efforts |
| **Community** | | | | | | | |
| Marketing/PR<br><br>Outreach to: home, school, community<br><br>Networking | Grant site and IBM project managers | Systemic reform | Hold school events; media placements | Life of grant | | | |
| **Program Evaluation** | | | | | | | |
| Monitoring | Center for Children & Technology | Measure success of Reinventing Education in contributing to higher student achievement | 3-year, outcomes-based evaluation: site visits, interviews, surveys, data analysis. | Three years | | Evaluation provided to each site independent of grant award | |

## IBM Reinventing Education Grant Program (continued)
## Step 7: Implement Action Plans

| Action Committee Objectives | Activities/ Tasks | Classification of Activity | | | Activity Completion | | Resources Allocated | Activities Accomplished | | Comments |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Low (logistic-matrix) | Medium (programmatic) | High (structural/ systemic) | Expected | Actual | | Yes | No | |
| **Operations** | | | | | | | | | | |
| | Day-to day management; technology development; training | | | ✓ | 1st round grants: 3-5 years<br>2nd round grants: 2-3 years | On target | Grants range from $850,000 to $2 million | | | Ongoing |
| **Development** | | | | | | | | | | |
| | Secure other monies | | | ✓ | 1st round grants: 3-5 years<br>2nd round grants: 2-3 years<br>ongoing | On target | Grants range from $850,000 to $2 million | | | In each site, outside grant monies have been secured<br>Ongoing |
| **Communication** | | | | | | | | | | |
| | Publicize grant progress through school events and media placement | | | ✓ | 1st round grants: 3-5 years<br>2nd round grants: 2-3 years | On target | Grants range from $850,000 to $2 million | | | Ongoing |

## Step 8: Measure and Report Progress

| Short-Term Objectives | Baseline Measure(s) | Outcomes Achieved Ca. — Yr. — | Check Points | Next Steps | Outcomes Achieved Ca. — Yr. — | Check Points | Next Steps |
|---|---|---|---|---|---|---|---|
| **Priority Area** | | | | | | | |
| Teachers' attitudes; attendance; parent involvement; technology development | In February 1997, the Center for Children & Technology conducted an interim evaluation of our first-round sites | CC&T found improvement in all short-term priority areas | Site visits, interviews, data analysis | Higher student achievement; systemic education reform<br>Evaluation: in the midst of 3-year outcomes-based evaluation | CC&T's initial findings show improvements in attendance, achievement, teachers' attitudes, and parent involvement. | Site visits, interviews, surveys, data analysis | CC&T will issue interim evaluation to enable programmatic improvements before publishing its final 3 year assessment |

## Step 9: Review Annual Results and Plan for the Future

| Short-Term Objectives | Long-Term Objectives | Baseline Measures | Annual Outcomes Date ——— | Measurement Tools | Next Steps | Action Committee Members (contact information) |
|---|---|---|---|---|---|---|
| **Priority Area** | | | | | | |
| Teachers' attitudes; attendance; parent involvement; technology development | Higher student achievement; systemic reform | Surveys, interviews, school attendance records, assessments of technology, student test scores | 3-year evaluation with interim progress reports | CC&T evaluations | Through ongoing feedback from CC&T, make necessary programmatic changes in each site to ensure ongoing progress | CC&T; IBM overall management; district superintendent or state commissioners; IBM project managers; grant site project managers |

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## Snapshot #4

SCHOOL-TO-CAREERS OF LINCOLN is cooperatively sponsored by the Lincoln Public Schools, Lincoln Education Association, the Lincoln business community, and the City of Lincoln, Nebraska. Through Ventures in Partnerships, more than 800 businesses and community organizations work with 31,000 public school students to show the linkages between classroom lessons and the workplace. School-to-Careers (STC) is one of the Ventures in Partnerships initiatives that is helping to link the Lincoln community and its public schools. Currently the STC initiative is in its fourth year. Over these years, $1.3 million has been invested in helping students link their school work to the world of work.

The goal of STC is to build a system of experiences that add relevance to learning, thereby enabling students to identify the future career that best fits their aptitude and interests—with a direct link to future training or postsecondary learning. The key strategies addressed by School-to-Careers focus on the infusion of STC concepts into the curriculum for all students in kindergarten through 12th grade; the further development of school-community teams who develop action plans through the STC Institute; the support of school-based, work-based, and connecting activities that serve as models for other partnerships; professional development of partners through conferences, workshops, summer internships, college coursework, and shadowing; further access to career information, applications, and exploration for all students; development of a Web site that identifies community sites (with accompanying contact information) that volunteer to participate in work-based, school-based, and connecting activities; and support of employability curriculum implementation.

**School-To-Careers of Lincoln**
**Step 1: Recruit and Organize Education, Business, Family, and Community Stakeholders**

| Identify/Recruit Stakeholders (examples) | Recruitment Strategies | Group/Individual (examples) | Contact Information (name, title, affiliation) | Contact Address (phone, fax, E-mail) | Committed Member of Steering Committee |
|---|---|---|---|---|---|
| Education | | | | | |
| District- level administration and key curriculum partners for success | - Letters from the Mayor and Superintendent of Schools. Meeting with the Superintendent<br>- Directors assigned to serve as a team | Directors of Staff Development, Curriculum, Ventures in Partnerships, Student Services, Federal Programs, Special Education, and Evaluation, LPS Curriculum Consultants for Applied Learning, Out-of-School Youth, Counseling and Career Education; teachers and district/school administrators; and president of the PEA | | | All persons are members of the committee |
| Family | | | | | |
| | Recruit through: Parent Teacher Association, City Council of PTA and Parent Teacher Organization | PTA Area Council president Identified principals at elementary, middle, and high schools | PTA council president and identified parents through principals and volunteers in schools liaisons | | 3 parent reps<br>Over ½ of the business people and community representatives are also parents of students in the schools |
| Business | | | | | |
| | Target key companies within business organizations. Have liaisons work with key business organizations | - Home Builders Association of Lincoln<br>- Lincoln Independent Business Association<br>- Nebraska Restaurant Association<br>- Chamber of Commerce<br>- Unions<br>- Lincoln Bar Association | - President & executive director<br>- Executive director and youth committee pres.<br>- Liaison<br>- NE Sign Co.<br>- Reps<br>- President | | Yes |
| Community | | | | | |
| | Send out letters to all civic organizations, business associations, neighborhood; use web site, newsletter to invite participation | Sertoma Clubs, Rotary Clubs, Kiwanis Clubs, Mayor's Roundtable of Neighborhood Associations, Asian Center, Malone Ctr., Hispanic Community Center, Women's Commission | List from Mayor's office | | Yes |
| Postsecondary Education and Training | | | | | |
| Local post-secondary schools | Letters of invitation from Mayor of Lincoln and follow-up phone calls | - Southeast Community College<br>- Lincoln School of Commerce<br>- University of NE-Lincoln | - Chancellor<br>- Tech-Prep Coordinator<br>- President, director of career counseling, director of PR and communications | | Yes – all partners are on the steering committee |
| Other | | | | | |
| Government | City of Lincoln | City of Lincoln, Mayor of the City, and Director of Urban Development | Mayor of Lincoln Director of Urban Development and Private Industry Council Rep., the Gallup Orgs. | | No – Mayor<br>Yes – all others |

## School-To-Careers of Lincoln (continued)
## Step 2: Create a Vision for the Partnership

| Potential Priority Areas | Priority for Partners Rank 1-5 (high) | | | | | Goals | Order of Priorities (based on rankings) | Customer(s) |
|---|---|---|---|---|---|---|---|---|
| | Educators | Family | Business | Community | Other | | | |
| **Academic Areas** | | | | | | | | |
| Reading, Math and Language Arts | 5 | 5 | 5 | 5 | 5 | - Improve basic skills and establish proficiency exams to meet state standards<br>- Implement computer-aided instruction program | 5 | Students<br>Community<br>Parents<br>Employers |
| K-12 curriculum review | 5 | 5 | 5 | 5 | 5 | Infuse School-to-Careers concepts into the K-12 curriculum | 5 | |
| Developing articulation agreements | 5 | 5 | 5 | 5 | 5 | Work with post-secondary institutions to develop articulation agreements and dual credit opportunities | 5 | |
| Build School-Community Teams | 5 | 5 | 5 | 5 | 5 | Develop school-community teams to develop action plans to integrate STC concepts into school improvement plans | 5 | |
| Partnership Vision/Statement of Purpose: The mission of the Ventures in Partnerships programs, including School-to-Careers, is to work together to enhance education and build a stronger community. Students will acquire the knowledge and skills to make a successful transition from school to additional learning for life and career-oriented work. | | | | | | | | |

## Step 3: Taking Stock Based on Partnership Vision

| Priority Areas (examples) | Alignment of Stakeholders' Goals Re. Education | Where Are You Now? (assessment) | Current Approaches Used to Achieve Goals | Level(s) of Success |
|---|---|---|---|---|
| **Academic Areas** | | | | |
| Reading, Math and Language Arts | Top priority | Reading and math scores have been dropping for the last 10 years in elementary school | Proficiency exams have been developed in math. | Achievement test scores in spring of 1998 show significant improvements in all areas |
| K-12 Curriculum Review | Top priority | School-based, work-based and connecting activities are widespread but sporadic in nature | Document that will serve as a screen continues to be developed. Has been taken to principals | Reports monthly are given to the VIP office. Annual comparisons show that the amount of community contacts have increased yearly. |
| Articulation Agreements | Top priority | Articulation agreements exist in 4 key areas. The postsecondary commission's ruling of allowing transfer of credits has accelerated the need for these agreements | Articulation agreements have been made for 32 courses | Meetings semi-annually are scheduled to continue this effort. |
| Build School Community Teams | Top priority | Nine teams participated in the STC Institutes | Nine school-community teams participated in the STC Institute in the summer of 1998. Action plans are being implemented | Quarterly reports form each team are submitted to the STC Office. Each team is progressing in action plan implementation. |

**School-To-Careers of Lincoln (continued)**
**Step 4: Set Up Steering Committee to Guide and Monitor the Partnership**

| Steering Committee Members | Contact Information | | | | Priority Area(s) (Interests/focus) |
|---|---|---|---|---|---|
| | Title/Affiliation | Address | Phone/Fax | E-Mail | |
| Education | | | | | |
| | Leaders and representatives of all groups listed in Step 1 | | | | Divided into key sub-committees. Equally balanced between education and community for each committee |
| Business | | | | | |
| | Leaders and representatives of all groups listed in Step 1 | | | | Balanced with other stakeholders on sub-committees |
| Family | | | | | |
| | Leaders and representatives of all groups listed in Step 1 | | | | Same |
| Community | | | | | |
| | Leaders and representatives of all groups listed in Step 1 | | | | Same |
| Government | | | | | |
| | Leaders and representatives of all groups listed in Step 1 | | | | Same |

**Step 5: Collaboratively Set and Prioritize Short- and Long-Term Objectives**

| Goals (examples) | Objectives | |
|---|---|---|
| | Short-Term (semiannually) | Long-Term (annually and beyond) |
| Priority Area | | |
| K-12 Curriculum Review | Draft the K-12 curriculum screen which includes the basic skills, workplace behaviors, and connecting activities.<br>Customers: students, parents, community, employers, educators | Throughout the next 7 years use this curriculum screen to infuse STC concepts into the curriculum for all subjects<br>Customers: students, parents, community, employers, educators |
| Developing articulation agreements with postsecondary institutions | Work with Southeast Community College on computer technology courses and business courses<br>Customers: students, parents, community, employers, educators | Work with Southeast Community College on industrial technology areas to make articulation agreements.<br>Customers: students, parents, community, employers, educators, postsecondary institutions |
| Build school-community teams | In the spring and summer of 1998, nine school-community teams will participate in a STC institute to develop school improvement actions plans<br>Customers: students, parents, community, employers, educators | The nine school-community teams will implement their action plans that include STC concepts in their school improvement plan.<br>Customers: students, parents, community, employers, educators |
| K-12 Sequence of Career Curriculum | Meet monthly with the career curriculum review committee<br>Customers: students, parents, community, employers, educators | Make recommendations to the curriculum department leadership on changes to the K-12 career counseling and curriculum program.<br>Customers: students, parents, community, employers, educators |
| Workplace behaviors | A standard set of workplace behaviors will be identified as the core of what will be taught in Lincoln Public Schools.<br>Customers: students, parents, community, employers, educators | Workplace behaviors will be taught to K-12 students in Lincoln Public Schools. Teachers will participate in staff development to implement effort<br>Customers: students, parents, community, employers, educators |

## School-To-Careers of Lincoln (continued)
## Step 6: Create Action Plans and Teams Organized Around Priorities

| Action Committees | Committee Members (contact information) (examples) | Committee Objectives (examples) | Tasks/ Activities Assigned | Time Frame | Resources | | |
|---|---|---|---|---|---|---|---|
| | | | | | Requested | Available | Additional Needed |
| Professional Development | Staff Development Director from LPS and HR mgr from business as co-chairs | STC Institute STC Conferences | Sub-Committee & STC Staff | April/June 1997 | STC budget PARTNERS IN EDUCATION grant Metropolitan in-kind from partners. | | |
| Career Education and Counseling | CEO of NE Sign Company & Director of Student Services as co-chairs | Develop and implement K-12 career curriculum | Career education course review and counseling review committees | Monthly meeting report in spring of 1999. | LPS-Student Services budget consultant Counseling budget | | |
| K-12 Curriculum Review | Director of LPS Curriculum & V.P. of State Farm as co-chairs | Infuse K-12 curriculum with STC concepts. | STC sub-committee. Reviewed by elementary and secondary principals and other stakeholder leaders | Document finalized by May of 1999 | Curriculum consultant STC budget Implementation LPS curriculum budgets | | |
| Promotions | STC Staff Junior Achievement; Home Builders, teachers, administrators | Develop a media plan to cover all stakeholders to help community become aware of STC concepts and implementation | Develop a media plan | Implemented in fall of 1997 Reviewed, fall of 1998 | Journal-Star Neighborhood Extra, free, bi-monthly ads. Weekly radio spots on 8 stations. CableVision agreement to air spots monthly | | |

| Partnership Location | Partnership Leadership (contact information) | Partnership Staffing | | | | Staff Responsibilities (list) |
|---|---|---|---|---|---|---|
| | | Name | Phone | Fax | E-Mail | |
| Ventures in Partnerships and School-to Careers | Partnership Director Chair, Advisory Committee | Communications and marketing, curriculum and technology, budget, database | | | | Administrative leadership and vision, grant writing, implementation, management, and monitoring |

## Step 7: Implement Action Plans

| Action Committee Objectives (examples) | Activities/ Tasks (examples) | Classification of Activity | | | Expected | Actual | Resources Allocated | Activities Accomplished | | Comments |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Low (supplemental) | Medium (programmatic) | High (strategic/ systemic) | | | | Yes | No | |
| K-12 Curriculum Review | - Identify workplace behaviors | | X | | 1998 | 1998 | Yes | X | | |
| | - Agree on STC concepts to be implemented | | X | | | | | | | |
| | - Articulation agreements | | | X | | | | | | |
| Counseling & Career Education | - Analyze curriculum. | | X | | 1998 | 1998 | Yes | | X | Ongoing |
| | - Create career fairs K-12 | X | | | 1999 | 1999 | No | | X | |
| | - Include more parental involvement | | | X | 1998 | 1998 | Yes | X | | |
| Communications | Develop and implement media plan. | | | X | 1998-2000 | 1998-2000 | Yes | | | Ongoing |
| Professional Development | Enhance and promote the educators in industry class and teacher job shadowing | | X | | Ongoing | | Yes | | | Ongoing |

**School-To-Careers of Lincoln (continued)**
**Step 8: Measure and Report Progress** (In process. Not yet available.)

**Step 9: Review Annual Results and Plan for the Future** (In process. Not yet available.)



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**PARTNERSHIP for Family Involvement in Education**

U.S. Department of Education
Partnership for Family Involvement in Education
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